

## 1.1 ASSESSMENT CRITERIA CHART

PROFICIENCY LEVEL*	GLOBAL TASKS AND FUNCTIONS	CONTEXT / CONTENT	ACCURACY	TEXT TYPE
Superior	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Most informal and some formal settings. <i>Topics of personal and general interest.</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Oral paragraph/connected discourse
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases.	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

[\*A rating at any major level is arrived at by the **sustained performance** of the functions of the level, within the contexts and content areas for that level, with the degree of accuracy described for that level, and in the text type for the level. The performance must be sustained across ALL of the criteria for the level in order to be rated at that level.]

### 1.3 Highlights Chart

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<i>Superior-level speakers are characterized by the ability to:</i>	<i>Advance-level speakers are characterized by the ability to:</i>	<i>Intermediate-level speakers are characterized by the ability to:</i>	<i>Novice-level speakers are characterized by the ability to:</i>
<ul style="list-style-type: none"> <li>• Communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives</li> <li>• Present opinions on a number of issues of interest, such as social and political issues, and provide structured arguments to support these opinions</li> <li>• Use extended discourse without unnaturally lengthy hesitation to make a point</li> <li>• Demonstrate no pattern of error in the use of basic structures</li> <li>• Satisfy the linguistic demands of professional and/or scholarly life</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest</li> <li>• Handle topics concretely by means of narration and description in the major time frames of past, present, and future</li> <li>• Deal with a social situation with an unexpected complication</li> <li>• Sustain discourse through use of the oral paragraph</li> <li>• Satisfy the demands of work and/or school situations</li> </ul>	<ul style="list-style-type: none"> <li>• Create with the language when talking about familiar topics related to their daily life</li> <li>• Recombine learned material in order to express personal meaning</li> <li>• Ask simple questions and handle a straightforward survival situation</li> <li>• Produce sentence-level language, ranging from discrete sentences to strings of sentences</li> <li>• Satisfy simple personal needs and social demands to survive in the target language culture</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate short messages on highly predictable, everyday topics that affect them directly</li> <li>• Use isolated words and phrases that have been encountered, memorized, and recalled</li> <li>• Satisfy a very limited number of immediate needs</li> </ul>